



Curriculum Action Plan
Subject: History (2024-25)

LEADERSHIP AND MANAGEMENT							
Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Subject leadership development	<ul style="list-style-type: none"> Complete any 2023/2024 actions from the plan Complete 2024/2025 actions Plan is published on the school website 	History leader	Before May half term	Time	<ul style="list-style-type: none"> Plan reflects the achievements made by the History lead and measures impact to enable forward planning SSE practices are strong and reflect current practises/attainment and achievements 	SLT FGB	Reviewed and published on the website. New action plan created.
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> Consistency in books in line with whole school procedures Review LTP for Pearson/ Active learn SOW in terms of being fit for purpose – knowledge rich, skill development, links to cultural experiences and real life opportunities Complete work scrutiny to ensure curriculum coverage Complete learning walk to ensure learning environments show a broad and balanced curriculum 	History leader	Termly	Time	<ul style="list-style-type: none"> Books should show a range of topics, language learning skills (listening, reading, writing, speaking) as well as clear progression of knowledge and skills Knowledge organisers are year group appropriate with vocabulary expectations and information Front sheets are age group appropriate so that the children can understand them and are not over- burdened – references made to NC objectives. 	SLT FGB	Chn keen on new topics and are engaged in their history learning. New knowledge organisers were created for the new scheme and uploaded onto the website. Scheme will allow for the learning pit style next academic year. Question based to support teachers to dive deeper.

Develop assessment practices	<ul style="list-style-type: none"> Ensure all staff are uploading data to INSIGHT to track assessment of History outcomes termly and end of year objectives Ensure KOs are consistently used at the beginning of each theme and used for retrieval midway and at the end of the theme as an assessment tool. Retrieval practices are common place. 	History leader	Termly	Time	<ul style="list-style-type: none"> Children use KOs as a way of self-evaluation Lessons include opportunities for AfL and self-assessment Tracking and assessment tools are being considered and trialled 	SLT FGB	Knowledge organisers are age appropriate and referred to by children. Data uploaded to insight termly and monitored. Retrieval practices at the beginning of every lesson to support the children with accessing previous knowledge and used as an assessment point.
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Develop vocabulary progression	<ul style="list-style-type: none"> Review vocabulary progression document and upload to school website 	History leader	End of July 2024	Time	<ul style="list-style-type: none"> Vocabulary is progressive yet supports a spiral curriculum Key vocabulary is revisited during retrieval practises 	SLT FGB	Reviewed and uploaded. Given to staff in staff meeting – Autumn 24
Develop links with prior learning	<ul style="list-style-type: none"> Review front sheets in pupils books and ensure links are made 	History leader	End of July 2025	Time	<ul style="list-style-type: none"> Children are secure in their ability to explain their prior learning and can communicate this to a range of stakeholders 	SLT FGB	Reviewed and links are made to previous learning- Autumn 24
Consider end points	<ul style="list-style-type: none"> Review roadmap of learning in History Create for individual year groups ready for new academic 	History leader	End of July 2024	Time	<ul style="list-style-type: none"> Road maps show end points from EYFS to end of Year 6 Further develop to create road map for each year group 	SLT FGB	Document created – Autumn 24
Develop Greater Depth within the subject	<ul style="list-style-type: none"> Create document to show how to plan for GD moments within units. Redistribute the 'GD history' expectations informing staff on what this looks like within the classroom. Monitor the data for history every term to monitor the progress of GD pupils. Carry out book looks to monitor GD books. 	History leader	Termly	Time	<ul style="list-style-type: none"> GD books will show adapted activities without caps allowing children to demonstrate the depth of their understanding. Reflections will be seen in books. Children will be able to confidently to talk about how they are challenged in history during pupil voice sessions. 	SLT FGB	Reflections created to support the children with deeper thinking. Data monitored but impact not reflected in data yet. Children are able to confidently talk about their learning and make links. Book look completed- Spring 25 Summer 25

Reporting to stakeholders	<ul style="list-style-type: none"> Complete History SSE document and share with all teaching staff Complete end of year report for FGB Take part in Governor monitoring visits Complete deep dives with SLT/SIA 	History leader	End of July 2024 End of July 2024/2025	Time	<ul style="list-style-type: none"> All stakeholders have an awareness of standards and effectiveness of History 	SLT FGB	Document completed and shared with staff and governors. Subject presentation completed- Spring 25
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QUALITY OF EDUCATION

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
To ensure children's understanding of what a historian looks like in each year group	<ul style="list-style-type: none"> Class teachers and children to develop a character portrait of what an 'Eynesbury historian' looks like in each year group 	Class teachers	September 2024	Time	<ul style="list-style-type: none"> Children are able to communicate confidently their ideas of an Eynesbury Historian and the skills needed/ taught. Children are included in the process of developing an 	History lead	Completed and document published on website.

					Eynesbury Historian in all year groups		
To improve monitoring of the quality of teaching and learning	<ul style="list-style-type: none"> Evidence gather to enable a full understanding of areas of strength and areas for development Regular monitoring of the quality of teaching and learning 	History leader	Ongoing	Time	<ul style="list-style-type: none"> Lesson observations and drop ins demonstrate at least 'good' teaching and learning 	SLT FGB	Completed and added to action plan for following year. Lesson dips carried out- Spring 25 and summer 25
To ensure progression is key	<ul style="list-style-type: none"> Maintain the History display to a high standard showing progression between different year groups. Class teachers to show progression within a unit of work on learning wall. 	History leader	Ongoing	Time	<ul style="list-style-type: none"> Displays are showing progression and are closely aligned to the SOW Learning walls current and updated half termly showing progression within unit. 	SLT FGB	Display maintained and includes pupil voice. Displays in classrooms show progression of skills and lessons.

Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> Learning is adapted to meet the needs of pupils with SEND. Seek advice from SENDco to support this aspect and then share with teaching staff. 	All teaching staff	Termly	Time	<ul style="list-style-type: none"> History books show scaffolding/ differentiation/ annotations to show how pupils are supported. Observations show that all pupil are included and that lessons are adapted to meet pupil's needs. Observations/ conversations show that pupils on bespoke curriculums still complete learning with a History focus (at their level). 	SENDCo FGB	SEND chn are supported by using the workbooks from Pearsons. Lots of opportunities created to allow children to work in groups to be supported by peers.
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PERSONAL DEVELOPMENT/BEHAVIOUR AND ATTITUDES

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Safeguarding is effective	<ul style="list-style-type: none"> Ensure all safeguard practises are embedded and when completing drop in observations note any areas of strength and further areas for development Increase opportunities to develop children's voice through the use of a pupil survey 	???? leader	Ongoing		<ul style="list-style-type: none"> Children show high levels of wellbeing and involvement Children involved and interested in own learning Children feel safe Children's well-being is maximised 	SLT FGB	Completed and in place. Safeguarding is effective.
Ensure breadth of opportunity for all learners.	<ul style="list-style-type: none"> Opportunities to develop cultural capital provided (and evidenced in book). Explicit links are made on long term overview and KO to show links to British Values Teachers make reference to links when appropriate. Whole school history day planned for 2024/2025. 	All teaching staff	Ongoing	Time	<ul style="list-style-type: none"> Cultural Capital book updated Lesson observations/ drop ins/ pupil voice shows pupils can identify how SLT links with British Values. Whole school history day planned and completed. Pupil voice shows pupils enjoyed their learning and can talk about the skills involved in being a Historian and the importance of History as a subject. 	SLT FGB	Egyptian day experiences carried out. Impact of these was high and the children enjoyed the day.

Written: 28/4/24	Summer term review:	Autumn term review:	Spring term review:	Final review:
Subject leader signature:				Date:

